



Accessibility Plan

This action plan sets out the aims of our Accessibility Policy in accordance with the Equality Act 2010.

1. Vision Statement

Belgrave School is committed to creating an inclusive learning environment where learners with dyslexia and other co-occurring needs can thrive. This action plan sets out practical steps to remove barriers, provide targeted support, and ensure equal access to education.

2. Action Plan Table

Area	Objective	Actions	Responsibility	Timescale	Monitoring/Success Criteria
Curriculum	Ensure lessons are accessible for learners with dyslexia.	Provide lesson materials in multiple formats (print, digital, audio). Use dyslexia-friendly fonts and layouts. Allow flexible assessment (oral, extended time, alternatives).	Class Teachers, SENDCo	Review Spring 2027	Lesson observations show use of dyslexia-friendly strategies. Learner progress data improves.

Teaching Strategies	Embed dyslexia-friendly approaches across school.	Deliver annual staff training. Promote multi-sensory teaching methods. Provide guidance on scaffolding reading and writing tasks.	SENDCO, Senior Leadership Team (SLT)	Review Spring 2027	100% of teaching staff trained. Consistency seen across classrooms.
Physical Environment	Create a supportive learning environment.	Provide quiet breakout spaces. Use clear signage with high-contrast fonts. Reduce classroom clutter and provide visual timetables.	Property Manager, Teachers	Year Review Summer 2027	Learners with dyslexia report improved comfort in surveys. Observations confirm accessible environments.
Technology and Resources	Provide assistive tools to support literacy.	Introduce text-to-speech and speech-to-text software through google classrooms. Provide audiobooks and digital textbooks. Use reading overlays and rulers.	Melrose ICT Manager, SENDCo	Review Summer 2027	Learners demonstrate increased independence. Usage logs show uptake of technology.
Learner Support	Empower learners to engage with their learning.	Further develop individual support plans. Involve learners in setting learning goals. Offer mentoring or peer-support programmes.	SENDCO, Tutors/Learning Support Assistants	Review Spring 2027	Learner voice feedback shows confidence. Personalised targets met.

Family Engagement	Build strong partnerships with parents/carers.	Hold information sessions. Share resources and home strategies. Provide regular progress reviews.	SENDCO, Parent Liaison	Review Summer 2027	Increased parental confidence and engagement. Positive feedback from parents.
Policy and Monitoring	Ensure dyslexia accessibility is embedded in school policies.	Review curriculum, assessment, and inclusion policies. Annual review of plan with governance team (Directors).	SLT, Governance team (Directors)	By End of Autumn 2026; Annual Review	A fully trained dyslexia champion giving voice to our learners.

3. Long-Term Goals (3-Year Roadmap)

- Year 1: Staff training delivered, initial assistive resources provided, learner needs identified and support plans developed.
- Year 2: Full integration of dyslexia-friendly teaching strategies, expanded assistive technology across classrooms, increased parental involvement.
- Year 3: School accreditation/recognition as a Dyslexia-Friendly School, culture of inclusion embedded, regular learner-led reviews to sustain progress.

4. Monitoring and Review

- Reviewed by: SENDCO and Senior Leadership Team.
- Frequency: Annually (with mid-year progress checks).
- Stakeholder Involvement: Learners, parents, staff, and governors.
- Evaluation Methods: Surveys, learner progress data, classroom observations, feedback from families.